R E P O R T R E S U M E S

ED 013 074 JC 670 514

PROJECT ACCENT--A COOPERATIVE PROGRAM OF SAN BERNARDINO VALLEY COLLEGE AND SURROUNDING HIGH SCHOOLS IN AUTO-MECHANICS, APPLIED ELECTRONICS, AND OFFICE OCCUPATIONS TRAINING IN GRADES 11, 12, 13 AND 14.

BY- CHANDLER, HAROLD R.

PUB DATE 11 MAR 67

EDRS PRICE MF-$0.25 HC-$1.12 28P.

DESCRIPTORS- *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, *VOCATIONAL COUNSELING, OFFICE OCCUPATIONS, TRADE AND INDUSTRIAL EDUCATION, OCCUPATIONAL GUIDANCE, CAREER PLANNING, VOCATIONAL DIRECTORS, MANPOWER DEVELOPMENT, COOPERATIVE EDUCATION, DROPOUT PREVENTION, COOPERATIVE PROGRAMS, COLLEGE HIGH SCHOOL COOPERATION, COUNSELOR TRAINING, ARTICULATION (PROGRAM), SAN BERNARDINO VALLEY COLLEGE, CALIFORNIA,

PROJECT ACCENT, A COOPERATIVE VENTURE OF SAN BERNARDINO VALLEY COLLEGE AND 10 OF ITS SURROUNDING HIGH SCHOOLS, IS A PROGRAM OF COUNSELING AND INSTRUCTION IN AUTO MECHANICS, APPLIED ELECTRONICS, AND OFFICE OCCUPATIONS TRAINING IN GRADES 11 THROUGH 14. IN THE PAST, THE ATTRITION RATE IN THESE THREE PROGRAMS HAS BEEN DISCOURAGING. OF THE THOUSANDS WHO ENTER SUCH PROGRAMS, THOSE WHO ENTER SECOND-LEVEL COURSES WILL BE COUNTED IN HUNDREDS, AND ONLY A RELATIVELY SMALL FRACTION OF THESE WILL PROGRESS TO HIGHER LEVELS. TO OVERCOME THIS PROBLEM, A THREE-PART PLAN HAS BEEN PUT INTO EFFECT. (1) COUNSELORS ARE BEING RETRAINED TO INCREASE THEIR EFFECTIVENESS IN VOCATIONAL-TECHNICAL COUNSELING, (2) COURSE OUTLINES FOR ALL GRADE LEVELS ARE BEING REVISED BY A COMMITTEE OF TEACHERS TO DESIGNATE INFORMATION AS "ESSENTIAL", "DESIRABLE", OR "NICE TO KNOW" WITH RESPECT TO THE ACCOMPLISHMENT OF STATED TASKS, AND (3) AN ATTEMPT IS BEING MADE TO IMPROVE THE IMAGE OF VOCATIONAL COURSES THROUGH SUCH ACTIVITIES AS FIELD TRIPS, CONTESTS, BUDDY-DAY PARTICIPATION, AND DISTRIBUTION OF PUBLICITY MATERIALS. (AUTHOR/WO)

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PROJECT ACCENT

A Cooperative Venture of San Bernardino Valley College and its Surrounding High Schools in a Program of Counseling and Instruction in the Vocational-Technical Disciplines of Auto Mechanics, Applied Electronics, and Office Occupations Training in Grades 11, 12, 13 and 14.

A paper presented to

B. Lamar Johnson

in

partial fulfillment of

the requirements in

Ed. 261 D

U. C. L. A.

11 March 1967

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 10 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

by

Harold R. Chandler

JC 670 514

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Project Accent Abstract:

Project Accent is a cooperative venture of San Bernardino Valley College and ten of its surrounding high schools. The project is a program of counseling and instruction in auto mechanics, applied electronics, and office occupations training in Grades 11, 12, 13 and 14. It has been found that the attrition rate in three vocational areas is trigonometric. Of the thousands who start a program, only hundreds will enter the second level courses, and only ten's will enter the third level courses. To overcome this the following has been effected: (1) counselors are being retrained to actually give vocational-technical counseling, (2) course outlines for all grade levels are being re-worked by a committee of teachers to designate essential, desirable, nice-to-know information in order to accomplish stated tasks, (3) an attempt is being made to improve the image of the vocational courses through field trips, contests, publicity, buddy-day participation, brochures, handouts, etc.

Project Accent has been funded cooperatively under NDEA Title V A and VEA.

PROJECT ACCENT

A cooperative venture of San Bernardino Valley College and its surrounding high schools in a Program of Counseling and Instruction in the Vocational-Technical disciplines of auto mechanics, applied electronics, and office occupations training in Grades 11, 12, 13 and 14.

FORWARD: (a) Most experimental and/or innovative practices in the junior colleges of the United States have been limited to general education or the liberal arts. (b) "Experimental colleges have done relatively little with technical or terminal programs."

The above two statements were certainly true of San Bernardino Valley College where the vocational-technical instructor found himself saddled with a large number of classes, many teaching hours a week but a relatively low weekly student-contact hour ratio. Laboratories were only partially filled. Expensive equipment was not being used to its capacity. On the other hand many students entered the doors of the college as potential transferees but found that they had little inclination or aptitude in some academic program. More often than not, they became college dropouts without really considering some other field of endeavor.

In an attempt to identify the future college academic dropout, to gain his interest in a vocational-technical field, and to give him a coordinated high school-college experience, Project Accent was devised.

SAN BERNARDINO VALLEY COLLEGE

A PROPOSED PROJECT FOR IMPROVING THE ARTICULATION OF TECHNICAL EDUCATION IN SAN BERNARDINO VALLEY COLLEGE AND NEARBY HIGH SCHOOLS BY ORGANIZED COOPERATIVE PLANNING

I. RATIONALE OF THIS PROJECT:

The high schools and junior college in this typical California community have technical-vocational training facilities programs that are incompletely used.

> The programs are related to needs of the community.
> Facilities range from adequate to excellent.
> Competent teachers are already employed.
> Local news media have given much attention to "vocational education."

In spite of all these efforts, however, the great majority of high school and college students by-pass vocational courses and enroll in college preparatory and general education courses that lead toward the status valued bachelor's degree. The need for a fresh approach in the promotion of vocational education is apparent.

The diversified industry of the area does not support the prospect that a "new" field of work or a "new" training program will resolve the problem. The demand is for more complete utilization of present resources.

One approach to the redirecting of existing programs would be the importation of one or more prestigious experts to give new leadership. Another standard approach would be to launch new efforts toward effective curricula and coordinated student guidance by the voluntary services of advisory committees.

This project rejects the plan of bringing in an outside expert as being probably ineffective. It is not fresh brainstorming but more detailed and continuing staff work that is needed. The project also rejects full dependence upon voluntary advisory committees as being unrealistic in modern culture. Our society has built in well the concept that a good service is worthy of compensation. The essential components of the proposed project are, therefore:

1. The major elements of the technical-vocational education program needed are already here; jobs, students, courses, teachers, facilities.
2. Improved effectiveness of local vocational education requires detailed work in curriculum articulation, course improvement, student guidance, total school and community recognition.

3. Lasting improvement can be most effectively accomplished by the responsible workers already on the job.

4. The detailed and continuing work involved in curriculum development, the making of instructional materials, the preparation of guidance materials, the coordination of training and employment, can best be secured by reinforcing the volunteered services of professional workers with a plan of organized cooperation involving compensation for services.

5. Effective work by committees requires the full time coordination and servicing of an experienced executive.

6. Basic to all improvement through articulation of the programs of the several schools is the real support of the school administrations.

II. THE PROJECT:

1. The General Purposes of the Project Are:

a. to develop orderly training programs in the selected areas of auto mechanics, applied electronics, and office occupations training extending through grades 11, 12, 13, and 14,
b. to insure full use of existing facilities by arranging for joint usage when needed,
c. to develop such informational, student selection, and other student guidance materials as will effect student, parent, teacher and counselor support of vocational education.

2. Three technical occupational fields above have been selected which meet these criteria:

a. employment is available,
b. the college has facilities, staff, and an on-going program in technical/vocational education,
c. enrollments in the program do not fully utilize facilities, either in the local high schools or SBVC,
d. potential trainees are available in the high schools,
e. vocational teachers in college and in high schools consider the field to be in need of improved training.

3. Essential Feature of the Project:

a. In recognition that real improvement in vocational education must involve the support of administrative personnel, vocational supervisors, teachers and counselors, it is proposed to employ high school staff members to work with Valley College vocational teachers and counselors in developing an articulated program.

3. Essential Feature.....continued

b. Since high quality facilities for vocational education now exist in the college and in the high schools, it is proposed that students be moved to the appropriate facility rather than that the facility be duplicated.

c. It is proposed that effort be made to improve incentive for vocational education by favorable publicizing, academic teacher support, student selection, and flexible transition from level to level.

d. It is proposed that effort be made to relate the length of education to the capability of the prospective worker with the goal being that the community provide the most training for the most capable. (Under present arrangements this relationship is frequently in reverse.)

III. ORGANIZATION AND MANAGEMENT OF THE PROJECT

It is proposed to organize a task force of local specialists from the high schools and San Bernardino Valley College as follows:

CHART I

	1 Project Director	2 Secretary	3 Director of Counseling	4 Coordinators	5 Vocational Supervisors	6 Voc. Couns. & Advisors	7 Consultants
San Bernardino Valley College	1	1	1		6		
City and County Schools							4
San Bernardino High School				1	3	2	
Pacific High School				1	3	2	
San Gorgonio High School				1	3	2	
Redlands High School				1	3	2	
Colton High School				1	3	2	
Eisenhower High School				1	3	2	
Yucaipa High School				1	2	1	
Bloomington High School				1	2	1	
Rim of the World High School				1	2	1	
Big Bear High School				1	2	1	
TOTALS	1	1	1	10	32	16	

Personnel are to function as described by position and work groups in section III-1 through 6 below:

1. Project Director (Position #1)

Employ a full time project director to work on a twelve months basis. Furnish the director with an office, a secretary (Position #2) and with appropriate and necessary office equipment and supplies. The general duties of the director of the project would be:

a. to act as administrative officer for the project,
b. to organize and schedule meetings of work group,
c. to keep records of all meetings and actions,
d. to secure materials needed by the working groups,
e. to maintain effective relationships with schools, between work groups, college departments, and industry.

2. High School Coordinators (Position #4)

It is proposed to employ an administrator from each of the ten high schools chosen with respect to their ability to serve as a team coordinator and their interest in vocational education and counseling. The coordinators, consultants (Position #7) and selected vocational supervisors and counselors will serve as members of the Steering Committee.

The activities of the project director and the Steering Committee will be directed toward the management and organization of the work groups for the accomplishment of the following tasks:

a. develop job descriptions and worker requirements for each type and level of job in the occupation,
b. develop a training program providing optimal progression and job entry for each job,
c. develop a measurement program for selecting, promoting, and evaluating progress of trainees,
d. develop occupational and educational information materials for informing students, parents, school personnel, and prospective employers of needs, opportunities, and training program,
e. develop needed instructional materials and procedures,
f. develop a value-building program for vocational education in general and for the occupation in particular,
g. study the problems of schedule adaptation, interschool transfer, optimal use of facilities, optimal use of personnel, transporation, and costs.
h. recommend administrative action to implement an improved program of vocational education.

3. SBVC Director of Counseling (Position #3)

It is proposed to secure the part time services of a Valley College counselor chosen with respect to his ability to act as chairman and coordinator of the Vocational Counseling Work Group. It is proposed that this work group, comprised of one counselor from each of the high schools (Position #6) meet twice a month for ten months and develop professional guidance programs to:

a. Identify students with good ability whose optimum career potential lies in the technical and semi-professional area.
b. Counsel students and parents to make them more aware of student potential and of the opportunities for careers in fields other than purely academic programs.
c. Inform students and parents regarding the values and advantages of training toward useful and essential careers in the vocational fields selected for emphasis in this project.
d. Provide counselors with materials especially designed for occupational folders, orientation to job opportunities, salary information, aptitude and skill requirements etc., to improve counseling in the areas covered by the project.
e. Transmit to students and counselors the latest high school and college training programs available to them as a result of the efforts of the Curriculum Integration Work Group. (For further description of guidance objectives and activities effected by Counselors, refer to attached NDEA, Title V-A application submitted as a joint project.)

4. SBVC Technical Supervisors (Position #5)

The project would employ three SBVC vocational supervisors, one from each of the three vocational areas, chosen with respect to their ability to act as Chairman and Coordinator of the Curriculum Integration Work Groups. It is planned that this work group be comprised of one technical supervisor from each of the vocational areas (automotive, applied electronics, and office occupations) and from the six larger schools supported by selected personnel from the four smaller schools meeting three times a month for ten months to:

a. Define more precisely the specific job opportunities job and skill requirements and over-all training necessary to meet the standards for employment in the vocational areas covered by this project.*

*It is expected that area-wide advisory committees will be used in accomplishing these activities. See Section VI.)

b. Develop training programs which provide optimal progress and continuity of experience for students both in training through grade levels 11, 12, 13, and 14, as well as at job entry.
c. To integrate vocational education courses and schedules so that students may have access to the total facility and teachers resources available for their use in this area.
d. Collaborate with the Vocational Counseling Work Group in providing students with information concerning the specific skills and training necessary for vocational employment in the specific jobs occupations available in this area.
e. Establish, in coordination with the Public Information Work Group (described below), specific methods for improving communication between high school and Valley College teachers, industry, counselors, students, parents, concerning opportunities for employment and training in automotive, applied electronics, and office occupation within the area served by the San Bernardino Valley College district.

5. SBVC Technical Supervisors (Position #5 continued)

It is proposed that three SBVC vocational supervisors be employed, one from each of the three vocational areas, chosen with respect to their ability to act as chairman and coordinator of the Public Information Work Group. This work group would be comprised of selected vocational supervisors, counselors, advisors, and teachers from each of the high schools meeting twice a month for ten months to:

a. Determine the existing deficiencies in the production and distribution of vocational publications films, pamphlets, and other information media identifying employment opportunities and training available in the vocational areas included in the project.
b. Produce materials, handouts, folders, etc., and to select films, visual aids, and publications which counselors, advisors, teachers, students, and prospective employers can use throughout the district to specify the community needs and capability for providing training and employment in the area.
c. Plan special school programs designed to report on curriculum revisions, schedules and counseling programs, proposed by the Curriculum Integration Work and the Vocational Counseling Work Group. Such materials and programs would be for the specific purposes of orientation, recruitment, value building and placement of students in the jobs best suited to their abilities and needs.

6. Consultants (Position #7)

It is planned to obtain the services of a maximum of four consultants, for not more than four half-day periods, during the twelve month period to assure that this project is fully integrated and in consonance with plans and programs already underway in Vocational Education and Counseling in the college district.

In addition, every effort will be made, through continued consultation with local area, city and county authorities, to avoid needless repetition of approaches which have been unsuccessful in the past.

NOTE: The activities and time of all personnel identified in CHART I have been accounted for in the above position with the exception of the time programmed for additional meetings between the Project Director, Director of Counseling and Technical Supervisors of Valley College required to complete project coordination, administration, and preparation of project reports.

IV. SELECTION OF THREE OCCUPATIONAL FIELDS FOR FIRST TRYOUT OF THIS FORM OF ARTICULATION:

In accordance with the five criteria listed in Section II-1, it is proposed that this project concentrate upon automobile mechanics, applied electronics, and office occupations.

1. Automobile Mechanics:

Privately owned and operated automobiles represent the principal means of transportation in Southern California. Their marketing represents a major business. Their servicing and maintenance is a major industry. There is no known prospect that their numbers will diminish nor that their need for upkeep will disappear. In spite of the ups and downs of the automotive repair industry, the outlook is for continued employment of many workers for maintenance of both domestic and foreign imports. Increased complexity of the modern vehicle calls for constantly renewed knowledge and skill of the workers.

The college has an organized instructional program in automobile mechanics (See Exhibit A). Facilities are excellent (See Exhibit B). Qualified instructors are employed in the number needed.

Enrollments in automotive mechanics curricula are well below the capacities of the facility.

The high schools have extensive programs in automobile mechanics.

Relationships between high school curricula and college curricula are uncertain and not well communicated.

2. Applied Electronics:

Electronic equipment is fast becoming the nerve center of most complex machinery. Some knowledge of electronics is essential for all mechanics. Expert knowledge, and skill in some application of electronics, is a requirement for many positions in science, industry, business, and professional work. Southern California Missile and Space Systems development, military installations, industries, and business require numerous electronics technicians varying in complexity from the radio repairman to the R and D technician. In spite of employment fluctuations in this occupational field that is unusually sensitive to technological change, the need for workers is continuous and great.

San Bernardino Valley College has exceptionally strong resources for the training of electronics technicians (See Exhibit C). In addition to three modernly equipped instructional laboratories, the college operates an FM radio station and an educational television station. Each facility is staffed with fully qualified personnel. Organized training programs are offered at several levels and for several electronics specialty fields (Exhibit A).

Enrollment in electronics curricula do not make full utilization of facilities. In addition to this, electronics trainees vary so greatly in aptitude and previous training that class placement is frequently faulty.

Each of the high schools has some training in electronics. One of the school systems conducts a special training program for adults. The variety of early training that is offered in the high schools provides an ample supply of recruits for each level of worker needed by the industry. The strong need in this field is for such close articulation of the several segments of training as will assure distribution of trainees into levels of education most appropriate to abilities.

In addition to the general requirement for basic electronics backgrounds for industrial employment, specific employment opportunities exist for those with applied electronics knowledge and experience in the operation and maintenance of: audio visual equipment, recorders, closed circuit television, computers, colored television, vending machines, laboratory equipment, etc. More emphasis might also be given to vocational training leading to FCC telephone licenses.

3. Office Occupations

The largest field of employment for women in the United States is the field of office occupations. With the increasing use of automated equipment in business industries, and the professions, there is a corresponding increase in the number of people required to schedule, program, and operate the equipment. There is also a corresponding increase in the numbers of people required for modern office work: receptionist, general clerk, stenographer, secretary, and administrative assistant. In addition, there are specific opportunities on the secretarial level for qualified legal, medical, technical, and executive secretaries.

San Bernardino Valley College has developed a strong program to train students for office occupations. There is a concerted effort to integrate the work of the high schools with the work of the college so that students will be fully trained to perform the office occupation duties as well as to have a broad general education. San Bernardino Valley College has increasingly attempted to modernize its training facilities for office workers so that they will as nearly as possible be the types of equipment that are found in modern-day business.

There has been a similar effort to attract to the office occupations area well qualified students who have a broad general education in high school so that they can obtain intensified office and stenographic training at San Bernardino Valley College. This effort is being made by means in terms of increased publicity of the course offerings, by means of meetings with high school counselors, principals, and business teachers, and by means of general assemblies for all high school seniors.

Nevertheless, there is an under supply of qualified office workers. The attempt of the program, then, is to further adapt courses and facilities to students needs through grade levels 11, 12, 13, and 14; upgrade the offerings in the office-stenographic occupations as well as to provide adequate occupational training for the less qualified students. In an attempt to meet the demand for well prepared office workers, students counseled toward obtaining marketable skills, develop desirable personality traits, and become aware of advantages for progressing in their chosen field of work.

CHART NUMBER II

BUDGET FOR THE COMBINED TITLE V-A AND VEA PROJECTS

BUDGET FOR THE YEAR	TOTAL	Pd. by S.B.V.C.	Pd. by V. E. A.	Pd. by N.D.E.A.
SALARIES				
Project Director - S.B.V.C. (12 months)	$13,158	$ 6,579	$ 6,579	
Secretary (12 months)	5,000	2,500	2,500	
Project Coordinators/Consultants 14 ea.for 4 mtg. @ $50.00/each	2,800	1,400	1,400	
Director of Counseling (SBVC) 1 ea.for 120 hrs. @ $7.50/hr	900			$ 900
Counselors (High Schools) 16 ea.for 60 hrs.@ $7.50/hr.	7,200			7,200
Vocational Supervisors (SBVC) 6 ea.for 120 hrs.@ $7.50/hr	5,400	2,700	2,700	
Vocational Supervisors (H.S.) 26 Ea.for 90 hrs.@ $7.50/hr.	22,050	11,025	11,025	
Travel	1,000	450	450	100
Library (11 schools)	1,100	495	495	110
Printing Publication and Distribution	3,600	1,620	1,620	360
Communication Aids (slides, film, charts, and tapes)	2,000	900	900	200
TOTALS	$64,208	$27,669	$27,669	$8,870

3.0 GUIDANCE PROGRAM OBJECTIVES

3.1 Broad Objectives:

3.1.1 To develop guidance programs that fit the needs of youth and adults in this area.

3.1.2 To help counselors in the district and on the faculty of the junior college and high schools develop guidance programs that enable and motivate students to move toward appropriate life goals.

3.1.3 To develop in each student an understanding of his individual interests, needs, and abilities.

3.1.4 To help students and counselors improve motivation and performance in school, as evidenced by:

-staying in school
-completing planned programs
-achieving job or higher education

3.1.5 To help students minimize frustrations in school progression, daily living, and personal-social adjustment, resulting from inappropriate academic or vocational choices.

3.2 Specific Objectives of Guidance Program

In addition to improving on-going programs directed toward the achievement of the above broad objectives, the following specific objectives will receive emphasis in 1967-68.

3.2.1 Establishing teamwork and a machinery for coordination between junior college and high school counselors, especially in vocational education.

3.2.2 Developing informational materials and activities that support strong and clearly articulated programs of vocational education that recruit students early in high school and carry each student forward to a goal.

3.2.3 Developing programs and procedures for selecting and motivating vocational students.

3.2.4 Developing records and procedures for identifying and transmitting useful information about vocational students performance in training

3.2.5 Developing a better understanding of the role of academic teachers and vocational teachers in both high school and the junior college.

It is the considered judgment of the applicant investigators that vocational education programs in the high schools and junior colleges in many California towns suffer from under-enrollment, poor student selection, rigid progressive patterns, ineffective public information, low morale, and low status. Improvement can not be mandated by authority or masterminded by theorists. It is more likely to come by giving local counselors and vocational educators the assignment, the practical experience, the resources, and the authority to study their resources and to engineer fully rational programs.

3.3 Specific Objectives of Proposed Project

The objectives of the proposed project fully encompass the 1967-68 specific objectives No.'s 1 through 5 listed above. The objectives of this project are:

3.3.1 To improve the articulation of vocational guidance between high schools and junior college.

3.3.2 To improve the resources available to students in making wise career choices.

3.3.3 To increase the number of qualified students seeking training and careers in vocational education.

3.3.4 To raise the status of vocational training and employment in vocational and technical fields in this Junior College District.

3.3.5 To improve the morale and self-regard of those being trained and selecting employment in skill fields.

3.3.6 To reduce dropouts and failures among high school and junior college students.

4.0 PROPOSED PROJECT

This project is aimed at meeting two critical problems in the vocational guidance field. First, there is a need for more effectively disseminating occupational information to greater numbers of students. Secondly, persons involved in vocational counseling could benefit from occupational experience and involvement in vocational fields into which they will be counseling students.

This project is further directed toward those students who have abilities and interests which match the requirements for employment in vocational and technical jobs. It proposes to improve career choices and occupational education of these students. It proposes to raise the educational status of vocational education by motivating counselors and students to do a better job. The basic assumption of this proposal is: that actual experience in selected training and job activities will make vocational counseling more realistic and more effective.

4.1 Description of Project

The description and objectives of the project are hereafter contained in two parts as follows:

Part I - Laboratory and Workshop for Counselors
Part II - Development of Audio Visual Guidance Packages

4.1.1 Part I -Laboratory and Workshop*

The overall objectives of the proposed laboratory and workshop is to allow counselors to benefit from some real on-the-job training experience of trainees and workers in selected jobs. Such learning-by-doing activity should provide a more rational basis for the formation of attitudes and ideas about such jobs. In spite of the fact that the Dictionary of Occupational Titles contains over 35,000 job titles and descriptions and the Occupational Outlook Handbook over 700 detailed job and career forecasts, counselors are assumed to be the primary if not sole source of information for vocational counseling. Students require accurate information concerning job and training opportunities and requirements necessary for wise and stable career choices.

The Laboratory and Workshop for vocational counselors would be specifically designed to:

1. Expose counselors to real job and task experience as well as the requirements and enviroment of selected vocations such as automotive, electronics, aeronautics, office occupations, agriculture and horticulture, etc.

2. Provide visits and field trips to job sites and training facilities where employment and training is available for students in vocational and technical fields. Counselors would be exposed to real induction testing and training situations as with any candidate for employment.

3. Inform counselors concerning job opportunities, job requirements, promotions, salaries, work conditions, etc. in the local area. Contacts will be established between the counselors and community agencies and employers leading to improved placement, more realistic counseling for employment, and the development of more positive attitudes toward careers in vocational and technical fields.

4. Schedule visits to vocational schools - counselors will visit schools offering training in the vocational areas.

5. Arrange for counselor meetings - counselors will meet periodically to discuss and report on the activities of the laboratory.

Selected number of counselors (10) will meet as a workgroup to carry on activities of the Vocational Counseling Workgroup started under Project "ACCENT-Articulation" and as proposed for 1967-1968.

* Two groups of 20 counselors each, would meet two afternoons per month. One half of each meeting would be paid for by the high school as part of the counselors in-service education program. The remaining hours would be funded under the project along with the counselors travel (mileage) expenses.

4.1.2 Part II - Audio Visual Packages

Occupational guidance information for a local area is limited and often difficult to obtain in a meaningful form. Brochures/pamphlets may be quite interesting to those who write them; for students who have already made their occupational selection they represent a fine source of reinforcement. To the student in need of guidance and motivation they represent a profusion of "success" and "glamor" stories in which the student often cannot envision himself.

Guidance films are costly, difficult to present, or change, and thus are often out-of-date. Because of the cost of production, films are usually generalized and do not contain realistic data on the occupational and training opportunities in the local area. What is needed is a means of disseminating occupational guidance information to large numbers of students which is realistic, detailed, pertinent to the local area, and current. The information needs to be presented in a way that is graphic enough to interest and motivate the student. It needs to be a frank and honest discussion of real issues which the student will face such as working conditions, salaries, job requirements, opportunities for advancement, and training, and the individual's status with the draft. This is what can be done through the imaginative use of audio visual media.

The Videosonic "Presentor" and "Programmer" (developed by Hughes Aircraft Corporation) employs the sight and sound media. Through 35 mm slides and the accompanying audio tape program a virtual "living" presentation is available to disseminate the occupational information. By using pictures and voices which the viewer will recognize, and by using the "testimonial" techniques of depicting the stories of graduates now working in the industry or in training the viewer can more readily identify with the information and momentarily envision himself in training or in the industry.

The programs would be localized. Local employers and sources of training will be shown and discussed. The programs will provide information which the student can use when seeking employment.

Using the proposed media the programs can be produced and revised with relative ease and economy. Primary allocations will be for research, writing, and production, these are the basic costs in providing such information through any medium. San Bernardino Valley College, through KVCR-TV (Channel 24) and KVCR-FM (91.9 m.c.) and the Division of Telecommunications, has the unique facilities to produce such packages.

The starting date of the project (see section 6.0) was set for July 1, 1967. This would enable the production of Audio Visual Gudiance Packages to start while the Radio and T.V. facilities were not being fully used for college training courses.

4.1.2 Part II Audio Visual Packages (cont.)

The project will research, write, produce, and duplicate *12-15 guidance programs and distribute one copy of each program to each of the high schools in the district. The programs would be specifically designed to:

1. Present current, detailed, realistic data on occupational opportunities and requirements in this region.

2. Use production and writing techniques to maximize the student's sense of involvement in what he is seeing.

3. Maximize the motivational content of the programs to stimulate students to begin thinking in terms of a realistic career choices.

4. Raise the image and status of the occupational areas depicted.

5. Be personalized for each individual high school by using slides of the school and the voices of counselors from the school.

6. Guide the students on a step-by-step basis through all of the opportunities available to him and the training requirements and options to prepare for employment.

* Each of the 12-15 guidance packages will be designed for each of the ten high schools and the college, i.e., the basic script and picture slides will take each student step-by-step from their school to employment. Therefore, the total number of packages produced will be in excess of 120.

4.2 Relationship to Guidance Aspects of Other Federal Projects

This project represents an extension of Project "ACCENT" initiated as a joint VEA/NDEA funded activity in 1966-67. The basic objectives of the project have changed very little. However, this proposal and a separate VEA propoal for 1967-68 are still mutually supportive in the following respects:

4.2.1 They share 50/50 in the administrative costs of Project Director, Secretary, and basic office supplies and materials.

4.2.2 The ten counselors who comprise the vocational counseling workshop will continue to work in conjunction with the curriculum Workgroup and Public Information Workgroup toward the improved articulation of Vocational Training in the high schools and junior college.

4.2.3 Part I - Laboratory and Workshop for counselors is to be identified as Project "ACCENT" - Counselor Laboratory.

Part II - Development of Audio-Visual Guidance Packages is to be identified as Project "ACCENT" - Audio-Visual Guidance

4.2.4 The VEA extension of Project "ACCENT" in 1967-68 is to be identified as Project "ACCENT" - Articulation.

Based upon the foregoing, the project administrator has had three workgroups in operation for one year. He will continue these groups for the next year (1967-1968) and will probably maintain them for an additional year beyond that. The three groups, with their functions, are as follows:

VOCATIONAL COUNSELING WORK GROUP -- This group consists mostly of high school counselors. It has been found that most of the counselors are college oriented and have had little or no specific vocational counseling training. The first year has been spent in familiarizing the counselors with their own shops. They have visited the other high schools and have visited the college facilities. This has been a period of real revelation. Many of the counselors now realize that there are avenues of education leading to doors other than those to the university. The following time-table for the VCWG follows:

1966-1967	1967-1968	1968-1969
1. What the counselors do or do not know	1. Give counselors wider experiences	1. Give counselors wider experiences e.g. new fields
2. What experiences the counselors have or have not had	2. Give counselors help (with video-sonic packages)	2. Add more counselors
	3. Add two additional fields	3. Add more audio-visual packages. Up-date old packages.
		4. Add five new fields

CURRICULUM INTEGRATION WORK GROUP -- This group consists of high school and college vocational teachers. They have been interviewing management people in industry to effect an inventory of job tasks. Thirty interviews in each of the areas of automotive, electronics, and office skills have been accomplished and thousands of job tasks have been analyzed. A frequency analysis as to which jobs or tasks appear has been made. The CIWG is now in the process of determining those skills, attitudes, and knowledge which are essential, need-to-know, and nice-to-know in accomplishing hundreds of specific tasks. Further they are determining at which level (i.e. Grade 11, 12, 13, 14 or further) the tasks should be accomplished.

The time-table for the CIWG follows:

1966-1967	1967-1968	1968-1969
1. Analyze courses (some will be completed)	1. Course analyses continue 2. Produce training packages for priority jobs 3. Hold Field Day contests at the college for 11 or 12 students from each high school. Give awards-scholarships.	1. Finish analyzing courses. Add new areas. 2. Continue until training packages are finished 3. Continue

PUBLIC INFORMATION WORK GROUP: This group consists of high school and college instructors, counselors, coordinators and administrators. The members of this group have been and will be active as follows:

1966-1967	1967-1968	1968-1969
1. Produce directory of all vocational personnel	1. Update directory	1. Update directory
2. Determine vocational students*	2. Continue	2. Continue
3. Produce news releases of "success stories"	3. Continue	3. Continue
4. Publicize "Project Accent" at Orange Show, over radio and TV, and in school papers	4. Continue	4. Continue
5. Effect "Buddy-system" for college visitation	5. Continue	5. Continue

*An interesting statistic has been found. In the ten cooperating high schools, 8,000 students are involved in vocationa training in the three areas of Project Accent. In the first level courses, students are involved in the thousands; in second level courses, student involvement is in the hundreds; and in the third level courses; student involvement has dropped to the ten's. (See Appendix A).

Conclusion: Project Accent has initiated a new era of cooperation among counselors, teachers and administrators. The academically trained counselors who think "academic" have now discovered vocational programs about which they formerly knew nothing. They have commenced, also, to think "vocational". The teachers have bared their souls (and their course outlines) to scrutiny by others. The real innovation here has been the determiniation of what, when, where and how training should be done to accomplish certain tasks. And the administrators have discovered a new esprit-de-corps in their vocational instructors.

Project Accent is pointing the way to new and better understanding and cooperation. Counseling and instruction are improving. The veil of ignorance and non-acceptance of vocational programs is being lifted. Possibly, this feeling of cooperation may even spread into the academic areas of instruction.

SCHOOL YEAR 66-67 STUDENT CENSUS -- PROJECT ACCENT SUBJECTS

	San G.	Eisen.	Yuc.	Redl.	Rim	Colton	Bloom.	Pacif.	S.Bdno	Bear V.	Total
Typ. I	433	465	182	246	138	182	138	416	640	85	2915
Typ. II	61	145	34	82	25	59	12	98	158	22	688
Typ. III	26			63							89
Pers. Typ.	36					74	21		70		201
Begin. Typ.											
Adv. Typ.											
Shorth. I	116		31	113	30	75	34	91	172	15	677
Shorth. II	42		14	48	6		7		42		159
Transcription	26	19							42		87
Office Pract.	27	66	17	86	16	48	34	52	116	13	475
Record Keep.				102				16	94		212
Book I	153		27	96	19	66	36	70	145	33	645
Book II	47	19				18		3			87
Intro. Bus.		145					50				195
Auto I	161		76	244		71	60	77	120	43	852
Auto II	47		39			23	18	32	20	13	182
Auto III	21						18				39

Student Census continued

21.

	San G.9	Eisen.	Yuc.	Redl.	Rim	Colton	Bloom.	Pacif.	S.Bdno	Bear V.	Total
Auto IV	13										13
Elect. I	85		30	46	18	43	19	71			312
Elect. II	53					19	7	21			90
Elect. III	18										18
Elect. IV	4										4
											7940

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1. Stickler, W. Hugh. The Experimental College: Progress, Problems and Prospect, a paper presented at the Invitational National Seminar on the Experimental Junior College, Palo Alto, California, February 23-26, 1967.

2. Rationale of Project Accent was developed by J. W. McDaniel, then Vice-President of Instruction, and Albert R. Kilpatrick, counselor, of San Bernardino Valley College.

3. Guidance Program Objectives and Proposed Project were developed by Albert R. Kilpatrick as they appear in an application for funds under the provisions of Title V, Part A of the National Defense Education Act of 1958 (Public Law 85-864), dated February 24, 1967.

4. The author wishes to thank Albert R. Kilpatrick and Floyd Mestler for the many hours they have spent with him in discussing and explaining the Project. Both men are in the Division of Vocational-Technical Training, San Bernardino Valley College.